OMAHA Public Schools

RESEARCH DIVISION

Omaha Public School District 2025-26 Class Size and Pupil-Teacher Ratio Fall 2025

Contents

Key Findings 2
Introduction 3
Elementary School Class Size 3
Secondary School Class Size Considerations 5
Secondary School Pupil-Teacher Ratio 6
Staff Assignment Efficiency, District Size, and Cost 7
Conclusion 7
Appendix: Class Size and Pupil-Teacher Ratio 8

Key Findings

- The overall 2025-26 average elementary class size for grades K-6 is 21.5, just under the 22.3 average class size in 2024-25.
- The average class size is 20.4 at kindergarten 21.8 in grades 1-6.
- Historically (1970 school year), almost 50 percent of elementary students were in classrooms of more than 30 students. In 2025-26, there are six elementary classrooms with more than 30 students.
- About 44% of all K-6 elementary classrooms have between 21 and 24 students and about 73% of classrooms have less than 24 students.
- Class size at all elementary grade bands have decreased or remained stable in 2025-26 due to increases in available staff and decreases in the student population.
- There were 12 multigrade classrooms at 11 schools in 2025-26, a reduction from 24 multigrade classrooms at 19 schools in 2024-25.
- At the middle school level (not including alternative programs), the pupil-teacher ratio is 19.4 for regular classroom teachers and 14.9 when including other support teachers and staff.
- At the high school level (not including alternative programs), the pupil-teacher ratio is 19.3 for regular classroom teachers and 14.7 when including other support teachers and staff.

Introduction

The purpose of this report is to present information pertaining to class size and pupil-teacher ratios in regular classes in the Omaha Public Schools (OPS). At the elementary level, class size totals include Special Education students who are in regular classrooms. However, because of the unique nature of services and variability within group size, self-contained Special Education classes are not included. Additionally, early childhood classrooms are not included at elementary schools to ensure a more standardized and accurate class size picture since not all elementary schools have early childhood students. Early childhood classrooms generally have fewer than 18 students per classroom and are not impacted by many of the factors discussed. At the secondary level, the pupil-teacher ratio is calculated to understand the relationship between the number of students enrolled at a school and the number of teachers assigned to that school. This is the average number of students per teacher and is not the same as the average class size. The pupil-teacher ratio is typically lower than actual class size because it includes teachers who may be assigned to duties other than teaching and does not account for the variability in courses and class size at secondary schools.

Elementary School Class Size

In the late 1990s, OPS put in place an Academy model which resulted in significantly smaller elementary school classes at schools that implemented the Academy philosophy. The schools were selected, at the time, as a function of the at-risk nature of the population those schools served as measured by the schools' Free/Reduced Lunch rate. Over the next 20 years, the average poverty rates of OPS elementary schools increased from just over 50% to over 75%. Over this same period, the Academy model was not expanded to additional schools experiencing increasing poverty levels. Student enrollment increases coupled with limited physical classroom space made reducing class size difficult, even at Academy schools. These trends created disproportionate class sizes at schools with similar levels of student need.

Beginning in the 2019-20 school year, class size guidelines at the elementary level were standardized across grades K-6 for regular classrooms and school buildings with a goal of attaining 20-24 students per classroom. This adjustment was made to reduce class size discrepancies where possible and more efficiently use the district's classrooms space and teaching staff. As a result, the academy school designation was eliminated. In the spring of 2022-23, class size guidelines at the elementary level were increased to 24 to 28 due to the ongoing staffing constraints. The reduction in available staff has resulted in small increases to class sizes at some elementary grades over the last four years. In 2025-26, about 44% of all K-6 elementary classrooms have between 21 and 24 students and about 73% of classrooms have less than 24 students. Only about 19% of elementary classrooms have more than 24 students in 2025-26 a reduction from about 26% in 2024-25.

The average class size of the 1,070 K-6 classrooms at elementary schools is 21.5 students in 2025-26, a decrease of 0.8 students from the 2024-25 school year (Figure

2). The total student enrollment in grades K-6 has also decreased by almost 400 students compared to the 2024-25 school year (Figure 1). The average class size continues to be the highest in grades 4-6 (22.9), followed by grades 1-3 (21.2), and kindergarten (20.4). The factors affecting overall class size include the following:

- Home attendance area boundaries, student assignment options, and school selections
- The need for special programs in which enrollments per class must be limited by statute or for instructional reasons
- Increases or decreases in enrollment (i.e., the number of students and grade configurations at individual school locations)
- Available classroom space
- Available funds
- Available staff

Moonshot: No Multigrade Classrooms in Needs Improvement Schools – Proposed Condition

Some elementary classrooms are configured to have students of more than one grade level enrolled in them. These multigrade classrooms are generally used to lower class sizes when the available teaching staff, classrooms space, or student population do not allow for appropriate class sizes at a specific grade level and school. Often, these classrooms will occur when there are an uneven number of students at a grade level that do not allow for an additional teacher to be added (e.g. 33 students in grade 3 at a school is too many students for one teacher but too few students for two full teachers). There were 12 multigrade classrooms at 11 schools in 2025-26, a reduction from 24 multigrade classrooms at 19 schools in 2024-25. Reducing the use of these multigrade classrooms wherever possible remains a strategic goal in the staffing process. Monitoring the use of multigrade classrooms will be a measured school condition for the Moonshot.

Figure 1. Elementary Enrollment: 2022-23 to 2025-26

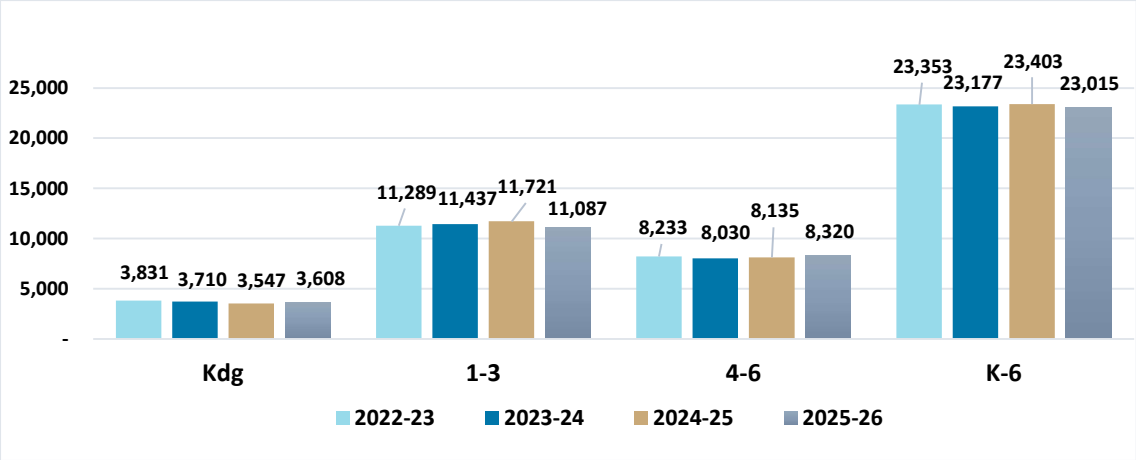
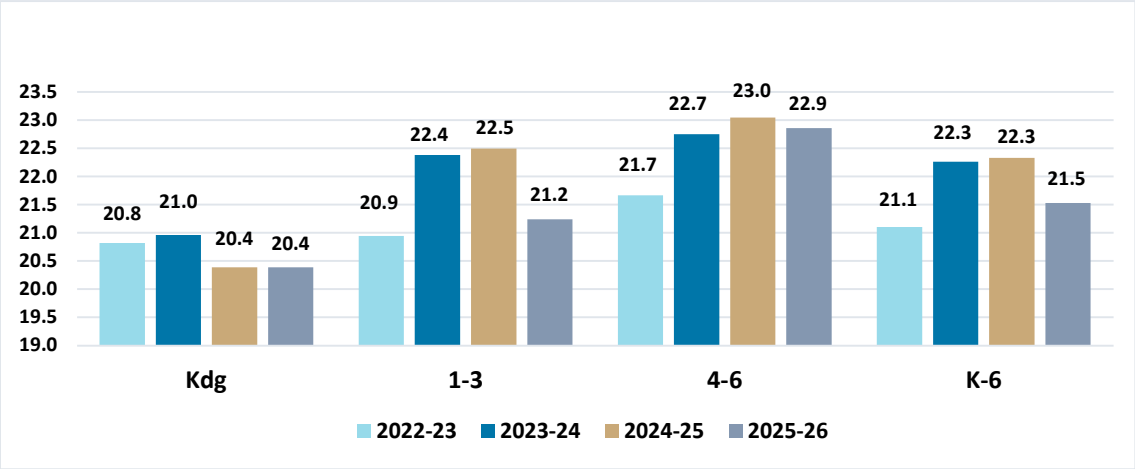


Figure 2. Elementary Average Class Size: 2022-23 to 2025-26



Secondary School Class Size Considerations

Unlike elementary classes that are usually self-contained (with one teacher and one class assigned to one room for a full day), secondary level classes are departmentalized. This permits teachers to teach in specialized subject-matter areas to accommodate a broad array of course offerings. At the secondary level, students take required courses but are also afforded the opportunity to choose specialized subjects. Generally, the scope of elective choices increases as students progress to higher grade levels. This course specialization combined with credit requirements and scheduling complexity specifically impacts class size and classroom use at secondary schools.

Given the array of course offerings at secondary schools, staffing requires a sufficient number of teachers with appropriate endorsements in each subject, especially the core subjects, to accommodate the courses needed to serve all students. In many cases, teachers have multiple areas of endorsement but may only be teaching in one instructional area. The utilization of staff with a focus on sufficiently staffing each secondary school with teachers that have the needed endorsements in core and elective subjects continues to be a strategic priority of the staffing process. A measurement of sufficient staffing in the core subject areas and special education will be developed to help measure school conditions for the Moonshot.

Class size, by necessity, varies a great deal within secondary schools. Teachers of subjects such as physical education or vocal music may have classes of 40 or more students. Conversely, students electing to engage in highly specialized subjects such as calculus, advanced computer-assisted design or certain world languages at advanced levels may be enrolled in classes of 15 or fewer students. Special education classes are usually small at all levels, with mandatory limitations on class size. In secondary schools, study halls may be provided in locations such as the cafeteria or library for students who may not have a class scheduled for that period. The programs of most

secondary schools tend to minimize time spent in study halls, while instructional time spent with teachers is maximized. This emphasis does, of course, have an additional cost factor because it requires more teachers.

Because of the complexities inherent in the scheduling process at the secondary level, it is neither possible nor desirable to schedule the typical large secondary school at a full "100 percent efficiency" (i.e., every room fully scheduled and occupied for every class period of the day). Maintaining reasonable flexibility in scheduling to accommodate electives and other activities typically results in a scheduling efficiency factor of approximately 85 percent or less. Published "maximum capacity" figures for secondary schools are usually "instantaneous" figures, indicating the number of students who could be accommodated at one specific time if every classroom was filled. From a practical standpoint, student schedule combinations and other necessary programs vastly reduce any possibility of filling every room to capacity for every period and impact class size.

High school graduation requirements also impact the number of courses students must take. The greater the number of courses taken by a student, the more time the student will spend in classes with teachers; hence, the greater the number of teachers and classrooms required and the higher per student cost. Some students will also require more than four years to complete all courses required for graduation. For example, newcomer English Learners (EL) entering at the middle school or high school level may take EL specific courses in high school prior to courses required for graduation, increasing the time needed to graduate and the number of courses taken. Additionally, students who fail courses required for graduation may retake the course off-schedule compared to their graduation cohort and impact class sizes and teacher demand.

Secondary School Pupil-Teacher Ratio

In 2025-26, the pupil-teacher ratio average at high schools and middle schools is 19.4. The pupil-teacher ratio at secondary schools ranges from a low of 17.0 pupils per teacher to 23.0 pupils per teacher. The ratio of pupils per teacher with guidance, deans of students, librarians, curriculum specialists, instructional facilitators and special education staff included is 14.7 at high schools and 14.9 at middle school. This ratio ranges from a low of 12.9 to a high of 17.4 across all secondary schools. These ratios do not represent the actual size of scheduled classes given the variability in courses and scheduling noted above. Instead, the pupil-teacher ratio provides a measurement of the relationship between the student population and the assigned staff at a school. The following definitions provide a distinction between class size and pupil-teacher ratio.

Class size represents the actual number of students enrolled in each class.

Average class size is obtained by summing the enrollment of all classes and dividing by the number of classes.

Pupil-teacher ratio is the number of students enrolled divided by the number of

teachers assigned. The pupil-teacher ratio is typically lower than actual class size because it includes teachers who may be assigned to duties other than teaching.

Staff Assignment Efficiency, District Size, and Cost

In secondary schools, courses are offered based on student needs and requests. To form efficiently sized classes, there must be enough students enrolled in specific courses. While staffing assignments are generally within the district's control, exceptions arise in cases where class sizes are mandated by regulations or where funding is severely limited. A critical factor influencing staff assignments is the number of students and grade configurations across different buildings.

One of the key advantages of a large school district, such as Omaha Public Schools, is its ability to achieve greater staff assignment efficiency. In smaller schools/districts, despite a lower student population, there is still a need to provide a reasonable variety of instructional services alongside essential administrative, custodial, maintenance, and food services. In contrast, larger school/districts can more effectively allocate staff to support a broad range of courses, including advanced and specialized offerings, which are made feasible by the larger student base.

Students in Omaha's nine high schools benefit from a wide array of courses thanks to the district's size and its ability to balance instructional needs with staffing efficiency. However, it is important to note that "staff assignment efficiency" is fundamentally a measure of cost effectiveness. Recent and anticipated limitations in staffing resources pose challenges to meeting class size and program demands at all school levels. These constraints underscore the importance of strategic planning to maintain quality educational opportunities despite resource limitations.

Conclusion

Measurements of class size and pupil-teacher ratio offer valuable insights into the efficiency of staff assignments and their alignment with the student population they serve. These metrics are influenced by factors such as student enrollment, teacher availability, program and course offerings, and the capacity of available classroom spaces. While class size and pupil-teacher ratios may fluctuate during the school year due to changes in enrollment or staffing, these point-in-time measurements provide a reliable snapshot for understanding trends and patterns across school years. It is important to note that more detailed variations in class sizes within individual schools or specific curricular departments are not covered in this report but are continuously analyzed and monitored by district staff to ensure effective resource management.

Appendix: Class Size and Pupil-Teacher Ratio

The following tables reflect the class size and pupil-teacher ratios in regular classes in the Omaha Public Schools.

Table 1	Depicts class size counts for elementary schools in 2023, 2024 and 2025. Data is based on counts taken on October 1 each year. Totals for all grades have been calculated consistently and may be compared from year to year.
Table 2	Indicates the average class sizes and pupil-teacher ratios in regular classes of kindergarten and grades 1-6 collectively for individual schools. Average class size was determined by dividing total enrollment in regular classes by the number of classes. The pupil-teacher ratio is the number of students enrolled divided by the number of teachers assigned. Class sizes are based upon the total number of students assigned and includes Special Education students and English Learners who may spend part of their time in special classes.
Table 3	Depicts the number of elementary students falling within specific class size intervals during the period of Fall 2021 through Fall 2025.
Table 4	Indicates the average class sizes and pupil-teacher ratios in regular classes for middle schools and high schools. The grand total does include the noted alternative programs.

TABLE 1
K-6
FREQUENCY OF CLASS SIZE ACCORDING TO MEMBERSHIP - ELEMENTARY SCHOOLS: 2023 to 2025

Pupils Per Class	Number of Classes by Grade Level						Total Classes and Percent of Total Classrooms						Total Students		
	Kindergarten			Grades 1 - 6			2023		2024		2025		2023	2024	2025
	2023	2024	2025	2023	2024	2025	#	%	#	%	#	%	#	#	#
1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6	-	-	1	-	-	-	-	-	-	-	1	.09	-	-	6
7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10	-	-	-	-	-	1	-	-	-	-	1	.09	-	-	10
11	-	1	-	-	-	2	-	-	1	.10	2	.19	-	11	22
12	1	-	-	-	-	1	1	.10	-	-	1	.09	12	-	12
13	-	5	2	-	5	3	-	-	10	.95	5	.47	-	130	65
14	3	4	5	3	1	8	6	.58	5	.48	13	1.21	84	70	182
15	3	3	7	4	8	15	7	.67	11	1.05	22	2.06	105	165	330
16	7	4	10	12	7	23	19	1.83	11	1.05	33	3.08	304	176	528
17	8	6	12	17	23	30	25	2.40	29	2.77	42	3.93	425	493	714
18	21	15	15	51	27	53	72	6.92	42	4.01	68	6.36	1,296	756	1,224
19	11	32	12	50	45	79	61	5.86	77	7.35	91	8.50	1,159	1,463	1,729
20	23	19	25	87	87	97	110	10.57	106	10.11	122	11.40	2,200	2,120	2,440
21	29	31	19	92	94	104	121	11.62	125	11.93	123	11.50	2,541	2,625	2,583
22	17	20	23	125	126	119	142	13.64	146	13.93	142	13.27	3,124	3,212	3,124
23	18	12	12	123	114	107	141	13.54	126	12.02	119	11.12	3,243	2,898	2,737
24	17	6	11	75	83	74	92	8.84	89	8.49	85	7.94	2,208	2,136	2,040
25	6	2	13	72	87	61	78	7.49	89	8.49	74	6.92	1,950	2,225	1,850
26	4	5	4	61	67	51	65	6.24	72	6.87	55	5.14	1,690	1,872	1,430
27	2	5	3	46	54	37	48	4.61	59	5.63	40	3.74	1,296	1,593	1,080
28	3	3	3	21	21	13	24	2.31	24	2.29	16	1.50	672	672	448
29	1	-	-	11	11	5	12	1.15	11	1.05	5	.47	348	319	145
30	3	-	-	6	8	4	9	.86	8	.76	4	.37	270	240	120
31	-	-	-	6	3	4	6	.58	3	.29	4	.37	186	93	124
32	-	-	-	2	2	-	2	.19	2	.19	-	-	64	64	-
33	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
34	-	-	-	-	1	1	-	-	1	.10	1	.09	-	34	34
35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
36	-	1	-	-	-	-	-	-	1	.10	-	-	-	36	-
37	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
38	-	-	-	-	-	1	-	-	-	-	1	.09	-	-	38
39	-	-		-	-		-	-	-	-	-	-	-	-	-
Grand Total	**177**	**174**	**177**	**864**	**874**	**893**	**1,041**	**100**	**1,048**	**100**	**1,070**	**100**	**23,177**	**23,403**	**23,015**

Notes: For purposes of this chart, K-6 does not include Special Education Self Contained Classrooms. Multigrade classrooms and students were counted in the highest grade level in the section. Classrooms with high enrollments are supported with Paraprofessional assistance.

Source: Official Membership reporst from 2023-24 through 2025-26 (October 1, 2025)

TABLE 2
ELEMENTARY ENROLLMENT AND AVERAGE CLASS SIZE
2025-26

School	Kindergarten			Grades 1-6			K-6 Regular Classroom	K-6		Other	Total
	Membership[1]	Classes	Average	Membership[1]	Classes	Average	Membership[1]	Average[1]	Pupil Teacher Ratio[2]	Membership[3]	Membership[1&3]
Adams	31	2	15.5	205	10	20.5	236	19.7	10.7	20	256
Ashland Park/Robbins	105	5	21.0	570	22	25.9	675	25.0	15.4	8	683
Bancroft	82	3	27.3	394	18	21.9	476	22.7	13.6	0	476
Beals	52	2	26.0	246	10	24.6	298	24.8	14.8	0	298
Belle Ryan	39	2	19.5	183	10	18.3	222	18.5	9.0	20	242
Belvedere	63	3	21.0	305	15	20.3	368	20.4	12.4	0	368
Benson West	45	2	22.5	228	11	20.7	273	21.0	12.7	0	273
Boyd	66	4	16.5	372	18	20.7	438	19.9	12.3	23	461
Castelar	81	4	20.3	475	20	23.8	556	23.2	14.8	0	556
Catlin	6	1	6.0	93	5	18.6	99	16.5	10.5	0	99
Central Park	42	2	21.0	214	10	21.4	256	21.3	12.9	0	256
Chandler View	45	3	15.0	298	13	22.9	343	21.4	13.4	0	343
Columbian	41	2	20.5	197	10	19.7	238	19.8	12.2	0	238
Conestoga	49	2	24.5	230	12	19.2	279	19.9	11.7	0	279
Crestridge	69	3	23.0	308	14	22.0	377	22.2	14.0	0	377
Dodge	66	3	22.0	344	15	22.9	410	22.8	13.6	22	432
Druid Hill	40	2	20.0	227	10	22.7	267	22.3	12.8	9	276
Dundee	74	3	24.7	402	18	22.3	476	22.7	15.3	0	476
Edison	49	3	16.3	268	12	22.3	317	21.1	12.8	0	317
Field Club	78	4	19.5	479	20	24.0	557	23.2	15.0	0	557
Florence	38	2	19.0	229	10	22.9	267	22.3	14.9	0	267
Fontenelle	42	3	14.0	288	15	19.2	330	18.3	10.0	21	351
Forest Station	70	3	23.3	293	13	22.5	363	22.7	13.1	13	376
Franklin	28	2	14.0	190	11	17.3	218	16.8	10.0	0	218
Fullerton	86	4	21.5	412	18	22.9	498	22.6	15.3	0	498
Gateway	101	5	20.2	584	25	23.4	685	22.8	13.9	18	703
Gifford Park	42	2	21.0	309	13	23.8	351	23.4	14.6	0	351
Gilder	62	3	20.7	308	15	20.5	370	20.6	12.7	0	370
Gomez Heritage	85	5	17.0	539	25	21.6	624	20.8	14.4	0	624
Harrison	32	2	16.0	235	11	21.4	267	20.5	12.1	0	267
Hartman	56	3	18.7	317	15	21.1	373	20.7	12.0	0	373
Highland	59	3	19.7	272	12	22.7	331	22.1	12.5	0	331
Indian Hill	72	4	18.0	319	18	17.7	391	17.8	11.3	0	391
Jackson	29	2	14.5	234	11	21.3	263	20.2	12.9	0	263
Jefferson	68	3	22.7	352	17	20.7	420	21.0	13.5	7	427
Joslyn	36	2	18.0	225	10	22.5	261	21.8	13.2	0	261

School	Kindergarten			Grades 1-6			K-6 Regular Classroom	K-6		Other	Total
	Membership[1]	Classes	Average	Membership[1]	Classes	Average	Membership[1]	Average[1]	Pupil Teacher Ratio[2]	Membership[3]	Membership[1&3]
Kellom	18	1	18.0	152	9	16.9	170	17.0	11.2	0	170
Kennedy	55	2	27.5	250	10	25.0	305	25.4	14.1	0	305
King	61	3	20.3	251	11	22.8	312	22.3	14.1	0	312
Liberty	78	4	19.5	483	21	23.0	561	22.4	14.9	0	561
Lothrop	71	3	23.7	307	14	21.9	378	22.2	13.9	0	378
Masters	27	2	13.5	234	10	23.4	261	21.8	12.1	0	261
Miller Park	59	3	19.7	294	14	21.0	353	20.8	14.8	0	353
Minne Lusa	47	2	23.5	259	11	23.5	306	23.5	13.0	0	306
Mount View	34	2	17.0	223	10	22.3	257	21.4	12.9	0	257
Oak Valley	33	2	16.5	144	8	18.0	177	17.7	9.9	20	197
Pawnee	44	2	22.0	266	12	22.2	310	22.1	13.1	0	310
Picotte	53	3	17.7	259	12	21.6	312	20.8	12.8	0	312
Pine	51	2	25.5	254	12	21.2	305	21.8	12.9	0	305
Pinewood	43	2	21.5	198	9	22.0	241	21.9	13.2	0	241
Ponca	25	1	25.0	116	5	23.2	141	23.5	16.7	0	141
Prairie Wind	91	4	22.8	510	23	22.2	601	22.3	14.4	14	615
Rose Hill	39	2	19.5	237	10	23.7	276	23.0	13.1	0	276
Saddlebrook	73	3	24.3	331	15	22.1	404	22.4	14.5	0	404
Sherman	52	2	26.0	206	10	20.6	258	21.5	12.4	0	258
Skinner	52	3	17.3	322	14	23.0	374	22.0	14.7	0	374
Spring Lake	110	5	22.0	539	25	21.6	649	21.6	12.8	20	669
Springville	66	3	22.0	324	15	21.6	390	21.7	13.6	0	390
Standing Bear	117	5	23.4	506	22	23.0	623	23.1	16.1	0	623
Sunny Slope	75	3	25.0	324	15	21.6	399	22.2	13.9	0	399
Wakonda	50	2	25.0	275	12	22.9	325	23.2	12.5	21	346
Walnut Hill	54	3	18.0	296	14	21.1	350	20.6	12.6	0	350
Washington	40	2	20.0	230	12	19.2	270	19.3	11.1	26	296
Western Hills	61	3	20.3	307	15	20.5	368	20.4	11.2	18	386
Wilson Focus	0	0	0.0	166	10	16.6	166	16.6	10.4	4	170
Grand Total	**3,608**	**177**	**20.4**	**19,407**	**892**	**21.8**	**23,015**	**21.5**	**13.2**	**284**	**23,299**

Notes: Multigrade classrooms and students were counted in the highest grade level in the section. Classrooms with high enrollments are supported with Paraprofessional assistance.

[1]Includes regular classrooms only.

[2]Includes Special Education Self Contained, Reading, Math, Computer, Library, ESL, Music & PE.

[3] Includes Special Education Self-Contained, Pre-Kindergarten and Head Start students who are not counted in regular classrooms.

Source: Official Membership report October 1, 2025.

TABLE 3
K-6
NUMBER OF ELEMENTARY STUDENTS BY CLASS SIZE INTERVALS
2021-2025

Pupils Per Class	2021		2022		2023		2024		2025	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	-	-	-	-	-	-	-	-	-	-
2	-	-	-	-	-	-	-	-	-	-
3	-	-	-	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-	-	-	-
Sub-Total	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
6	-	-	-	-	-	-	-	-	6	0.03
7	-	-	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-	-	-
9	-	-	-	-	-	-	-	-	-	-
10	40	0.17	-	-	-	-	-	-	10	0.04
Sub-Total	**40**	**0.17**	**-**	**-**	**-**	**-**	**-**	**-**	**16**	**0.07**
11	22	0.10	-	-	-	-	11	0.05	22	0.10
12	60	0.26	12	0.05	12	0.05	-	-	12	0.05
13	195	0.85	-	-	-	-	130	0.56	65	0.28
14	364	1.59	168	0.72	84	0.36	70	0.30	182	0.79
15	750	3.28	435	1.86	105	0.45	165	0.71	330	1.43
Sub-Total	**1,391**	**6.08**	**615**	**2.63**	**201**	**0.87**	**376**	**1.61**	**611**	**2.65**
16	944	4.13	368	1.58	304	1.31	176	0.75	528	2.29
17	1,309	5.72	1,105	4.73	425	1.83	493	2.11	714	3.10
18	2,250	9.83	1,296	5.55	1,296	5.59	756	3.23	1,224	5.32
19	3,230	14.12	1,691	7.24	1,159	5.00	1,463	6.25	1,729	7.51
20	3,200	13.98	2,400	10.28	2,200	9.49	2,120	9.06	2,440	10.60
Sub-Total	**10,933**	**47.78**	**6,860**	**29.38**	**5,384**	**23.23**	**5,008**	**21.40**	**6,635**	**28.83**
21	2,793	12.21	3,024	12.95	2,541	10.96	2,625	11.22	2,583	11.22
22	2,904	12.69	3,520	15.07	3,124	13.48	3,212	13.72	3,124	13.57
23	2,231	9.75	2,737	11.72	3,243	13.99	2,898	12.38	2,737	11.89
24	1,152	5.03	2,640	11.31	2,208	9.53	2,136	9.13	2,040	8.86
25	750	3.28	1,775	7.60	1,950	8.41	2,225	9.51	1,850	8.04
Sub-Total	**9,830**	**42.96**	**13,696**	**58.65**	**13,066**	**56.37**	**13,096**	**55.96**	**12,334**	**53.59**
26	494	2.16	988	4.23	1,690	7.29	1,872	8.00	1,430	6.21
27	108	0.47	594	2.54	1,296	5.59	1,593	6.81	1,080	4.69
28	56	0.24	308	1.32	672	2.90	672	2.87	448	1.95
29	-	-	261	1.12	348	1.50	319	1.36	145	0.63
30	30	0.13	30	0.13	270	1.16	240	1.03	120	0.52
Sub-Total	**688**	**3.01**	**2,181**	**9.34**	**4,276**	**18.45**	**4,696**	**20.07**	**3,223**	**14.00**
31	-	-	-	-	186	0.80	93	0.40	124	0.54
32	-	-	-	-	64	0.28	64	0.27	-	-
33	-	-	-	-	-	-	-	-	-	-
34	-	-	-	-	-	-	34	0.15	34	0.15
35	-	-	-	-	-	-	-	-	-	-
36	-	-	-	-	-	-	36	0.15	-	-
37	-	-	-	-	-	-	-	-	-	-
38									38	0.17
Sub-Total	**-**	**-**	**-**	**-**	**250**	**1.08**	**227**	**0.97**	**196**	**0.85**
Grand Total	**22,882**	**100.0**	**23,352**	**100.0**	**23,177**	**100.0**	**23,403**	**100.0**	**23,015**	**100.0**

Notes: For purposes of this chart, K-6 does not include Special Education Self Contained Classrooms. Multigrade classrooms were counted in the highest grade level in the section. Classrooms with high enrollments are supported with Paraprofessional assistance.

Source: Official Membership reports from 2021-22 through 2025-26 (October 1, 2025).

TABLE 4
ENROLLMENT, NUMBER OF TEACHERS AND PUPIL-TEACHER RATIO
SECONDARY SCHOOLS
2025-26

School	Membership[4]	Teachers[1]	Pupil-Teacher Ratio	Teachers Including Guidance, Deans of Students, Librarians, Curriculum Specialists, Instructional Facilitators and Special Education[2]	Pupil-Teacher Ratio Including Including Guidance, Deans of Students, Librarians, Curriculum Specialists, Instructional Facilitators and Special Education[2]
High					
Benson	1,323	71.7	18.5	96.7	13.7
Bryan	1,369	74.2	18.5	99.3	13.8
Buena Vista	1,458	73.3	19.9	97.3	15.0
Burke	1,545	79.5	19.4	106.5	14.5
Central	2,255	121.2	18.6	149.2	15.1
North	1,600	78.8	20.3	102.8	15.6
Northwest	1,338	69.3	19.3	95.3	14.0
South	2,158	120.3	17.9	157.2	13.7
Westview	1,644	72.7	22.6	94.7	17.4
High School Total	**14,690**	**760.8**	**19.3**	**998.9**	**14.7**
Middle					
Beveridge	758	38.5	19.7	49.5	15.3
Bluestem	853	45.0	19.0	61.0	14.0
Bryan	678	38.4	17.7	51.3	13.2
Buffett	939	45.0	20.9	55.0	17.1
Davis	775	36.2	21.4	48.2	16.1
King Science	592	34.0	17.4	46.0	12.9
Lewis & Clark	766	39.0	19.6	51.0	15.0
Marrs	1,054	62.0	17.0	75.0	14.1
McMillan	655	32.5	20.2	44.5	14.7
Monroe	732	40.5	18.1	52.5	13.9
Morton	714	36.0	19.8	48.8	14.6
Nathan Hale	712	31.0	23.0	42.8	16.7
Norris	1,137	56.4	20.2	72.4	15.7
Middle School Total	**10,365**	**534.4**	**19.4**	**697.9**	**14.9**
Other Programs[3]	**293**	**16.2**	**18.1**	**36.4**	**8.0**
Grand Total	**25,348**	**1,311.4**	**19.3**	**1,733.1**	**14.6**

Notes:

1 Teachers only. Does not include Guidance/Counseling, Deans of Students, Media Specialists or Special Education staff.

2 Teachers with Guidance, Deans of Students, Librarians, Curriculum Specialists, Instructional Facilitators and Special Education staff included.

3 Includes students at Blackburn, Parrish & Integrated Learning Program at Saratoga.

4 Student counts include students enrolled for 50% or more of the time at that location.

Source: Official Membership report October 1, 2025 and staffing data as of December 16 , 2025